DOCUMENT RESUME

ED 263 648 CS 505 131

AUTHOR Mason, Gail
TITLE A National Survey of Internships in Speech Communication.
PUB DATE Oct 85
NOTE 31p.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Communication Research; Higher Education; *Internship Programs; Practicum Supervision; *Program Content; Program Descriptions; School Business Relationship; School Surveys; *Speech Communication; *Speech Curriculum; Speech Instruction; Student Evaluation; Teacher Student Relationship

ABSTRACT

A survey was completed by 197 college and university speech communication departments concerning their speech internship programs. Survey items asked about institution size, number of majors/minors in the department, existence of an intern program, general standards, credit hour issues, placement, intern responsibility, and faculty role. The results yielded by the survey included the following: (1) most internships take place in large schools with an ample number of majors and minors; (2) most programs placed 1 to 10 interns per year; (3) the internship was not a required course for most speech curricula, and the interns were seldom paid for their work in the various agencies; (4) placements were usually in the campus town, although, not necessarily on campus, and most internships occurred during the academic year; (5) there was little agreement concerning the number of hours interns should work per week to earn credit, with just over half agreeing that the student should put in 10 hours of work for 1 to 3 hours of credit; (6) interns generally received between 1 and 6 hours of academic credit; (7) a faculty member designated as coordinator usually supervised the program; (8) students were usually evaluated by both the on-site supervisor and the intern coordinator; (9) most coordinators required the interns to document their work experiences and write a final report or give some particular presentation; and (10) there was a relationship between institution size and type of placement. The survey instrument containing a breakdown of responses is appended. (HTH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED263648

A NATIONAL SURVEY OF INTERNSHIPS IN SPEECH COMMUNICATION

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

Gail Mason
Central Michigan University
Mt. Pleasant, MI

October 1985

BEST COPY AVAILABLE

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Gail E. Mason

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CS 505 131

A NATIONAL SURVEY OF INTERNSHIPS IN SPEECH COMMUNICATION

ABSTRACT

In the past several years, speech communication departments in colleges and universities across the country have made the effort to institute internships or some type of experiential learning situation for undergraduate majors and minors so that they might gain practical, first hand knowledge about certain fields. Internships differ in philosophy, structure, supervision, departmental and institutional support. The purpose of this investigation was to further our substantive knowledge about internship programs in speech communication in the 1980s.

A total of 500 23-item surveys were sent to colleges and universities across the country in May, 1985. Survey items asked about institution size, number of majors/minors in the department, existence of an intern program, general standards, credit hour issues, placement, intern responsibilities, and faculty role. In addition to frequency counts, several tests of association were performed. For the crosstabulation, four tests of significance were used: x^2, Kendall's Tau B, Kendall's Tau C, and Pearson's R.

The results suggest that the typical internship takes place in large schools with an ample number of majors and minors. Most programs place 1-10 interns per year. The internship is not a required course for the speech curriculum, and interns are seldom paid for their work in the various agencies. Placements are usually in the campus town, although not necessarily on campus.

Most internships take place during the academic year.

In general, there is no specified GPA requirement. Little agreement among respondents was found concerning the number of hours the intern must work per week to earn credit. Interns generally receive between 1-6 hours academic credit. Over half of the respondents agreed that for 1-3 hours credit, the student should put in 10 hours of work.

The program is supervised by a faculty member who has been designated as coordinator. Release time for this activity is related to the number of interns placed per year. Both the intern and coordinator work together to find placements. Students are evaluated by both the on-site supervisor and intern coordinator. The faculty member requires interns to document his/her work experiences and write a final report about it or give some particular presentation.

Just about any task that is necessary in an organizational environment is performed by the intern. The results do suggest a relationship between institutional size and type of placement. Much agreement was found concerning types of placements, geographical location, time of placement (academic year), tasks interns perform, and evaluation procedure. Other issues, such as credit hours and work week were found to differ greatly.

A NATIONAL SURVEY OF INTERNSHIPS IN SPEECH COMMUNICATION

INTRODUCTION

In the past several years, speech communication departments in colleges and universities across the country have made the effort to institute internships or some type of experiential learning situation for undergraduate majors and minors. Part of the reason for adding the internship to so many curricula is that they provide "a way to gain practical, first hand knowledge about certain fields, while gaining a competitive edge over other graduates" (Hanson, 1984, p. 54). Hanson further noted that, "over one thousand colleges and universities in the United States now offer some type of internship program" (p. 54). The size of the program, the criteria for placement, placement sites, and faculty role are just a few variables that different from school to school. The experience in application has many different identities across the country.

A few descriptive articles have been written about internships in speech communication, but very few surveys have been conducted. The information that has been published generally involves a description of a particular program, an essay on the importance of the internship program, or a guide to establishing one. However, in 1974, Downs and Larimer surveyed speech communication departments and found 24 universities that allowed students to participate in internships in organizational communication. Over half of the programs had been in operation a year or less and only one university had a program that had been in operation for more than four years. While they do describe the intern

program in the early 70's, there has been considerable activity concerning experiential education during the last decade. It is probable that the internship program looks much different today.

Wolvin and Jamieson, in an article also published in 1974, explored the development of internship program for speech students. The need they cited for internships is quite dissimilar from Hanson (1984). These authors suggested that the decline in the number of teaching positions points to the need of students to "be prepared to enter non-academic positions" (p.4). They discussed the parameters of the internship program and described several variables related to the development of such a program.

Perhaps more closely in line with Hanson's (1984) essay, Downs, Harper, and Hunt (1976) suggested that the benefits of participating in an internship program include increasing the "preparedness of the graduate for a profession," giving students an advantage when searching for a job after graduation. At the graduate level, "the internship can be valuable for generating research" (pp. 276-277). These authors also described the benefits of the intern program to the organization and the benefit to the university. Additionally, they presented an overview of the results of a 1974 survey of 24 universities that sought to characterize intern programs and assess students' reactions to their experiences outside the traditional classroom.

Published in our journals are at least two accounts of specific intern programs. Youngstown State University's establishment of an intern program is documented by Hyre and Owens (1984). They provided the readers with their various

policies and procedures. Included in this is information on the length of internships, student hours in the workplace, academic credit, remuneration, selection, and student requirements. They noted that positive feedback has been received from both students and agencies. Further, they suggest that agencies claim interns are an "excellent pool from which to select new employees" (p. 376).

Another institution whose intern program has been documented is Rutgers University. Hanson (1984) described the growth of their program in the Department of Communication. Some of the issues discussed in her essay include evaluating the practicality of the program, academic integrity, economic issues, and resources. Hanson also outlines the faculty role and policies and procedures for student placement.

There is further evidence that internship programs are growing and are gaining wider acceptance. Recently, Hellweg and Flacione (1985) published a book designed for the student who participates in an internship program. It provides information on how to apply for internships and how to get the most out of the internship.

Rationale

Clearly, several central issues are of concern to all departments considering implementing a program designed to complement the student's classroom experiences. Internships differ in philosophy, structure, supervision, departmental and institutional support. The essays published on this issue do not allow us to know the nature of these differences to any great extent. The purpose of this paper is to further our substantive knowledge about internship programs in speech communication in the 1980s.

This information should be useful to departments who have made a commitment to the intern program as well as those who are in the process of establishing one or reevaluating their present policies and procedures.

PROCEDURE

A total of 500 23-item surveys were sent to colleges and universities across the country in May, 1985. Using the 1985 edition of the Speech Communication Association Directory, a stratified random sample was selected. Only the departments identifiable as Speech Communication were included. Although 265 surveys were received (a 53.0 percent response rate), ten surveys were received too late to be included, and a few had significant amounts of missing data. However, it was possible to determine that 197 schools (74.3%) have some sort of internship program.

The first three survey items asked about institution size, number of majors/minors in the department, and existence of an intern program. Other survey items related to three areas: general standards, credit hour issues, placement, intern responsibilities, and faculty role. The items included in the survey reflect information garnered in the literature review and personal experience as intern coordinator.

Frequency counts are provided for all survey items, and several tests of association were performed comparing such items as institutional size and faculty role. However, due to the descriptive nature of the paper, there are no stated hypotheses. Respondents were encouraged to comment about any survey items. These comments are included, where appropriate.

The frequency counts for the relevant variables are presented first. Items such as intern placement and intern responsibility are further broken down by departmental area (Speech Communication, Media, Speech Pathology, Organizational/ Business). Following the results of the frequency counts is the report of the significant crosstabulations. Four tests of significance were used: x^2, Kendall's Tau B, Kendall's Tau C, and Pearson's R. In an effort to narrow the range of variables, only those comparisons showing significance according to all four measures were included.

As results are reported, either the number of responses is provided, or a percentage is given. The percentage reflects how many respondents answered that particular question. The number varied from 161 to 191, with most of the items receiving over 180 responses.

RESULTS

Institution Size and Number of Majors/Minors

Small to medium sized institutions are well represented. Most of the institutions run on the semester system, but 12.2 percent are on the quarter system. This alleviated much of the concern relating to discussion of items that involved credit hours and placement periods. Of the 252 surveys included in the analysis, 83 (32.5%) come from institutions with less than 2,500 students; 75 (29.4%) are in the 2,500 - 7,999 category; 43 (16.9%) have 8,000 - 14,999 students; 29 (11.4%) respondents note school populations of 15,000 - 24,999; and 22 (8.6%) are at institutions larger than 25,000.

In contrast to the small representation from larger universities, the results show a more even distribution in terms of the number of majors and minors. Fifty-seven (22.4%) reported 25 or fewer majors and minors; 57 (22.4%) have 26-75; 49 (19.2%) have 76-150; 40 (15.7%) have 151-300; 48 (18.8%) have more than 300.

Within any given department are numerous communication-related areas. Respondents were provided four concentrations, and asked to mark those that were found in their departments. Only 21 departments included have Speech Pathology as one of the concentrations. On the other hand, 123 have concentrations in Media (broadcasting, journalism, cinematic arts). Another 92 departments include such areas as theatre, public speaking, rhetoric, and interpersonal communication (Speech/Public Address). Finally 83 departments have concentrations in Business, including concentrations such as advertising, public relations, marketing, and public administration. These data suggest a wide variety of potential experiences.

Program Requisites

Although many institutions are committed to the concept of experiential education, according to the survey results, completing some type of internship is required in only 53 schools. Even this number can be deceiving, since 25 respondents indicate that the internship is required only in specific areas.

One of the outward indications of growth in internship programs is that 71 percent of the respondents indicate a designated course number for the internship. Occasionally, it is listed under independent study. Also, in 79 percent of the

schools, it is possible for students to have more than one internship.

In terms of elibility requirements, the overwhelming concensus is that internships be available to juniors and seniors. Only 14 respondents note that freshmen may apply for an internship, and only 46 schools allow sophomores to participate. Eighty-four percent of the respondents report that juniors may apply for internships, and 94 percent of the departments open the internship program to seniors. Also, 29 percent of the programs allow graduate students to receive intern credit. This information is supported further by survey data that show the number of credits a student must complete in his/her major/minor or toward graduation before applying for an internship. Overall, the vast majority of intern programs are restricted to juniors and seniors.

Concerning academic standing, 49 percent of the faculty note an absense of a specific GPA requirement. Of those remaining, 19.5 percent report that students must have a 2.0 - 2.5/4.0, and 28.4 percent note a mandatory 2.6 - 3.0/4.0 GPA. Some faculty mention that the internship must be approved by a faculty committee; others note successful completion of required courses; still others point out that the student must have a higher grade point average in his/her major than overall. Finally, some respondents report that each student is evaluated separately.

Concerning financial compensation for the intern, only 8 respondents indicate pay for interns, although over half note that, "it varies." Seventy-one report interns are not paid. In other words, there is not a predisposition toward paid internships.

However, the survey results do seem to indicate that pay is related to the type of intern placement.

In terms of what is required of the intern, there seems to be a great deal of agreement. Over 50 percent of the respondents indicate that some type of notebook or journal logging experiences must be maintained, as well as an evaluation by the on-site supervisor, an evaluation by the internship coordinator, a final report, and work samples. Almost 90 percent demand an evaluation by the on-site supervisor and a final report. Other requirements elicited include self-evaluation, weekly conferences with advisors, bi-weekly papers, pre-intern contract, critical incident reports, oral report or examination, book reviews, learning objectives, and class attendence.

Credit Hours

The maximum number of credits that could be applied toward a student's major/minor vary greatly. On the other hand, there is considerable consensus concerning the minimum number of credits. Eighty-seven percent report that students could receive, as a minimum, three credits or less. The maximum number of credits range from three credits or less to over 10 credits. This breakdown is as follows: 0-3 credits, 20.9%; 4-6 credits, 44.9%; 7-10 credits, 15.5%; and over 10 credits, 18.2%.

Departments are somewhat divided as to the number of hours a student must work at his/her intern site in order to receive a specified number of credit hours. More agreement exists on the 10-hour work week than on the 40-hour work week. Faculty note that the 40-hour work week internship is rare.

As the work week grows, the more flexible the requirements are. If a student works a 10-hour week at his/her internship site, 63.4 percent of the respondents report that the intern receives 0-3 hours credit. For a 20-hour work week, 25.4 percent of the respondents note that students receive 0-3 hours credit. However, 36.2 percent said that the student would receive 4-6 hours credit. Even for a 40-hour work week, 18.3 percent of the departments allow only 0-3 hours credit, whereas 19.4 percent allow students to receive over 10 hours credit. Several faculty provide a formula for one credit hour. For such credit, the responses include 20, 30, 33, 40, 50, 60, and 75 hours. Overall, there seems to be little agreement on this issue.

Placement

Regarding intern placement, survey items asked respondents to indicate when they place interns, how many interns they place, where they are placed geographically, and within what types of agencies they are situated. Respondents rank-ordered the semesters in relation to the number of interns placed. Several coordinators report an equal number of interns are placed during Fall, Spring, and Summer. On the whole, Spring/Winter semester rank the highest. Fall ranks second, and Summer is third. Quite a drop off exists after the academic year.

In addition to determining when departments place interns, one survey item asked for the intern program size. The answers vary from 1-10 to 50-100. Less than 10 percent place 50-100 interns per year. Actually, 74.7 percent of those surveyed indicate that up to 30 interns are placed during the year.

About half of these respondents said 1-10; the other half indicate 11-30 placements. In general, the intern programs described in this paper are not large.

According to the results of the survey, more interns are placed off-campus. Only 20 respondents report placing most interns on-campus. However, almost 60 percent of the interns are placed in the university/college town. Over 30 percent report that interns find most placements "out of town," and less than 10 percent note "out of state." Clearly, the results show that interns are generally placed in close proximity to the school.

A further breakdown of geographical location by concentration was computed. The results show that area of concentration is not specifically related to geographical location. A great deal of consistency exists among concentrations. For example, 30 percent of those who have speech pathology as an area within the department report that they place most of their interns out of town. For those departments with a media concentration, the percentage is 37.4. The breakdown by concentration also shows that most interns are placed in town. From there, the descending order is out of town, on campus, and out of state.

It would be difficult to categorize all of the different placements that interns or intern supervisors find, however, one of the purposes of this survey is to gain knowledge of the general types of placements. Respondents were asked to examine a list of 16 types of institutions and place a mark next to those where interns are placed (see Table 1). The item was designed for multiple responses. The 189 intern coordinators provided 1327 responses to the 17 possible placement sites (including "other" category).

INSERT TABLE 1 ABOUT HERE

As Table 1 shows, there were at least 20 responses for each category. Five institutions have 100 or more responses. The media focus for several departments is apparent. Media placements rank first; universities are second, followed by hospitals, local government, and small industry. The smallest categories include restaurants, insurance, and travel agencies. Responses in the "other" category include: theatres, pharmacies, advertising agencies, state government, private doctors, hotels/motels, department of tourism, prisons, police and fire, consulting firms, and public relations firms. Clearly, there is some consistency from program to program in terms of where interns are placed.

Placements According to Area of Concentration

A breakdown of placement areas by area of concentration present several similarities. There is less than 10 percent variation among the five concentrations for the following placements: universities, insurance, hospitals, restaurants, local government, political office, travel agencies, media, social service, and large industry. In other words, the area of concentration does not influence the number of placements in these types of agencies. Fewer interns are placed in insurance companies regardless of focus. Similarly, many interns are placed in universities. See Table 2 for an example.

INSERT TABLE 2 ABOUT HERE

Differences exist among areas of concentration with the placement of students in churches, public utilities, public schools, retail stores, small industry, and the federal government. For example, 42.2 percent of the respondents indicating their departments have a business area indicate they place interns in churches. Only 23.8 percent of those with Speech Pathology make this claim. A similar difference exists between these two areas regarding placement of interns in public utilities, and small industry. The reverse is true with public school placements. Only 14.3 percent of those surveyed who have a Speech Pathology concentration place interns in retail store. This figure is over doubled for interns with a Speech/Public Address background (33.7%). Also, it is more likely that students in Speech/Public Address will find placement with the federal government than students with a Media concentration.

Intern Responsibilities

Given the diverse nature of the placements, it is likely that intern duties will vary. Respondents identified tasks interns perform while on the job. The following ten tasks were provided for respondents: write, telephone, research, general office duties, evaluate speeches, do correspondence, observe meetings, type, observe, and do surveys. An "other" category was also included. The 187 respondents made 1235 tallies. In other words, each person identified 6.6 tasks that interns perform.

It is clear that interns must perform several tasks. Almost 100 percent of the faculty report writing as a task. According to the results, over 60 percent of the internships also involve research, telephoning, observing meetings, doing surveys, and observing, in general. The only two duties that fewer than 50 percent of the respondents indicate interns perform were evaluating speeches and typing. Several respondents add the following media-related tasks: production and management, operate cameras or photograph, on-air radio and tv, news gathering, and news releases.

Breakdown of Tasks by Concentration and Year in School

According to the data breakdown by concentration, most of the tasks interns are asked to perform are the same regardless of the intern's focus. The only large variation involves doing surveys. Sixty percent of those surveyed with an area in Speech Pathology mention that interns do surveys. This figure rises to 72.7 percent for those with concentrations in Speech/Public Address.

The analysis also provides a breakdown of tasks according to year in school. Two types of comparisons are provided. One involves comparing tasks that freshmen interns perform with tasks sophomores perform. The other comparison is among juniors, seniors, and graduate students. Using a guide of ten percentage points difference, the results indicate freshmen are more likely than sophomores to perform the following tasks: general office duties, evaluate speeches, observe meetings, type, and do surveys. Graduate students are more likely than sophomores to perform general office duties and do coorespondence. Finally, as opposed to freshmen and sophomores, upperclassmen (juniors, seniors, and

graduate students) are more likely to write, research, observe meetings, and do surveys. The other tasks interns do show no great difference between groups.

Faculty Role

Faculty role in the internship is another issue addressed by this survey. Questions of concern were release time, responsibility in placement, and supervision. Respondents were asked if faculty members share the role of intern coordinator or have one designated faculty member. The results suggest that programs differ in this respect. Fewer departments share the role of intern coordinator (36.7%), This is 20 percent less than those who indicate that one faculty member is designated coordinator (56.9%). In any event, the trend is to have one faculty member serve as coordinator. Other options, according to the respondents' comments, include having each faculty member coordinate his/her own interns, and requiring graduate assistants to handle the program.

The results also reveal that only 31.2 percent of those who serve as intern coordinator receive release time. Those who do, receive 1-3 credit hours release time. Only 11 respondents reported that the faculty member receives 4-6 hours release time, or receives compensation based on the number of students placed. For those who operate on a system that gives them release time based on student enrollment, the figures vary. One respondent receives credit if nine students are encolled, another must have 10 students, and a third reports receiving credit when 75 enroll.

When asked, "Who is responsible for finding and arranging the

internship?" 54.2 percent claim an equal responsibility between student and intern coordinator. Another 23.7 percent indicate that the student is responsible. However, another 22.1 percent state that the coordinator is responsible. This suggests that it is more common for both intern and intern coordinator to work together in finding placement, but close to half of the programs require either the intern or the coordinator to take that responsibility. In the event that neither the intern nor a designated faculty member has such responsibility, the comments indicate there is a career officier, chairperson, or cooperative education person who takes care of placement.

TESTS OF ASSOCIATION

Although tabulation of frequencies can provide significant information regarding intern programs, additional insight can be gained from determining correlations between survey items. Significant correlations were found between the variable institution size and presence of intern program, the number of majors/minors, the number of interns placed per year, and where interns are placed. Strong associations were also found between the number of interns placed per year and placement sites, existence of faculty release time, and amount of faculty release time.

Institution Size and Number of Majors/Minors

The association between insitutional size and presence of intern program was found significant at the .05 level. Although both small and large colleges and universities have intern programs, the larger the institution, the greater the likelihood

that a program exists. For example, of the 22 schools reporting more than 25,000 students, 17 indicate the presence of a program.

A significant relationship is found between the number of majors and minors and the existence of an intern program (level of significance = .001). Of the 48 respondents from departments with more than 300 majors/minors, 47 provide internships for students. Conversely, only 18 of the 57 departments with less than 25 students reported having some kind of program.

Understandably, size of insitution is related to the number of interns placed per year (level of significance = .001). Thirty-nine of those surveyed from schools with up to 2,999 students report that they place 1-10 interns per year. Only 2 faculty from schools with more than 25,000 students place only 1-10 students. On the other hand, 5 respondents from these schools report placing between 51 and 100 students each year.

There were also several strong associations between institutional size and where interns are placed. According to the results, the larger the school, the more likelihood the intern will find placement at the university/college (.001 level of significance). Although insurance agencies are not sites where respondents indicated they generally send interns, the results reveal that the larger universities/colleges tend to place interns in such sites.

Larger colleges and universities are also more likely to place interns at the following sites:

restaurants (.01 level of significance)
public utilities (.001 significance level)
political office (.01 significance level)
travel agencies (.05 level of signficance),
social services (.05 significance level)
large industry (.001 level of significance)
small industry (.001 level of significance)

federal government (.05 significance level).

In other words, larger schools are more likely to have greater variety in intern placement. Of the 16 agencies listed, 10 are recorded more frequently by larger universities as placement sites. None are indicated significantly more often by smaller schools. According to the results of the survey, institutional size does not seem to affect intern placement at churches, hospitals, public schools, local government, media, and retail stores.

Size of Intern Program

Similar, but not identical associations were found between the number of interns placed each year and placement sites. Agreement with the previous analysis occurs with 12 of the 16 types of agencies. However, additional significant differences were found between number of interns placed and three intern sites: churches, hospitals, and local government. In other words, there is a greater likelihood that programs placing a large number of interns each year will use churches, hospitals, and local government as intern sites. However, the number of interns placed each year and travel agencies as intern sites were not significantly related. Other intern sites that show no significant association with the number of interns placed are public schools, media, and retail stores.

Faculty Role

Since internships do require a certain amount of supervision, the question of faculty role is a relevant one. Results of the survey reveal a significant correlation between the number of

interns placed per year and faculty release time. Results of the frequency counts show that approximately one-third of the respondents receive release time for coordinating the intern program.

The cross-tabulation analysis supports a common sense notion. That is, the greater the number of interns, the more likely the faculty will receive release time (significance level = .01). Only 9 out of 70 respondents from departments that place between one and ten interns per year report that the coordinator receives release time. Over half of those placing between 50 and 100 interns receive release time.

Correspondingly, the analysis reveal that the larger the number of interns placed per year, the greater the likelihood of getting additional release time (level of significance = .001). Only one respondent out of 64 indicates receiving 4-6 hours release time. On the other hand, four of the 17 repondents with 50-100 interns per year report that the coordinator receives 4-6 hours release time. In any event, it is unusual for a faculty member to receive more than 3 hours release time, assuming release time is granted at all.

CONCLUSION

The results of this national survey of both large and small colleges and universities suggest programs that are well thought out, although varied. The last decade has seen growth in the number of internship programs. The typical internship takes place in large schools with an ample number of majors and minors. They are found in all areas of speech communication. About half of the programs described in this paper are small, averaging

placement of 1-10 interns per year. The internship is not a required course for the speech curriculum, and interns are seldom paid for their work in the various agencies. Placements are usually in the campus town, although not necessarily on campus. Most internships take place during the academic year.

In general, there is no specified GPA requirement. This suggests that some faculty want to provide only the academically bright students with such an opportunity. Others find it more appropriate to fit the student to the placement site. Little agreement among respondents was found concerning the number of hours the intern must work per week to earn credit. Interns generally receive between 1-6 hours academic credit. Over half of the respondents agreed that for 1-3 hours credit, the student should put in 10 hours of work. The variation for more hours of academic credit is great.

The program is supervised by a faculty member who has been designated as coordinator. Release time for this activity is related to the number of interns placed per year. Both the intern and coordinator work together to find placements. Students are evaluated by both the on-site supervisor and intern coordinator. The faculty member requires interns to document his/her work experiences and write a final report about it or give some particular presentation.

Just about any task that is necessary in an organizational environment is performed by the intern. For the most part, there are no task differences among the different areas of concentration. The results do suggest a relationship between

institutional size and type of placement.

Overall, this survey addresses many of the concerns intern coordinators must face before instituting an internship program or developing policies and procedures. Much agreement was found concerning types of placements, geographical location, time of placement (academic year), tasks interns perform, and evaluation procedure. Other issues, such as credit hours and work week were found to differ greatly.

This survey has also shown that, while intern programs have grown in numbers across the country, the size of the program has not necessarily grown. A second conclusion is that the faculty who take on such a task are not provided with tremendous amounts of support, in terms of release time, from the department. Perhaps a survey addressing these issues could add insight to these results. A second survey could also be designed to elicit comments as to why coordinators have their specified work week and credit hour possibilities. In any event, the survey results suggest that departments across the country have indeed accepted the notion that students, for a number of reasons can benefit from some type of experience outside the traditional classroom.

REFERENCES

Downs, C.W. (1975). Internships in organizational communication. Association for Communication Administration Bulletin, 12, 30-32.

Downs, C.W., Harper, P. & Hunt (1976). Internships in speech communication. Communication Education, 25, 276-282.

Downs, C.W. and Larimer, M.W. (1974). The status of organizational communication in speech departments. Speech Teacher, 23, 325-329.

Hanson, J. (1984). Internships and the individual: Suggestions for implementation (or improving) an internship program. Communication Education, 33, 53-61.

Hellweg, S.A. and Flacione, R.L. (1985) Internships in the Communication Arts and Sciences. Scottsdale: Gorsuch Scarisbrick Publishers.

Hyre, J.M. and Owens, A.W. (1984). Interns: The ivory tower at work. Communication Education, 33, 371-376.

Wolvin, A.D. and Jamieson, K.M. (1974) The internship in speech communication: An alternative instructional strategy. Today's Speech, 3-10.

TABLE 1

Potential Agency Placement

Agency	Number of Responses
university	119
insurance	44
churches	59
hospitals	116
restaurants	23
public utilities	71
public schools	59
local government	102
political office	89
travel agencies	46
media	154
social services	87
retail stores	52
large industry	93
small industry	62
federal government	51
other	69

TABLE 2

Percentage of Respondents Indicating Media as Placement Site

Concentration	Yes Response	No Response
Media	87.9	12.1
Speech/ Public Address	80.4	19.6
Speech Pathology	81.0	19.0
Business	86.7	13.3
General	79.0	21.0

NATIONAL INTERNSHIP SURVEY

Gail E. Mason, Central Michigan University

1. What is the approximate size of your institution?

   0-2,499 = 83; 2,500-7,999=75; 8,000-14,999=43;
   15,000-24,999=29;)25,000=22 /255

2. How many students are majors/minors in your department?

   <25=57; 26-75=57; 76-150=49; 151-300=40;)300=48 /251

3. Does your department have an internship program?
   ____yes (186)
   ____no (67) /255
   (If NO, please stop here and return this survey.)

4. Are internships required of students?
   ____yes (28) ____only in these areas: (25)
   ____no (138) (please specify) /191

   required only for broadcast students; required only for those short in credits; only as a replacement for other courses

5. Does the internship have a specific course number?
   ____yes (181) ____other (please elaborate)
   ____no (8) /191

6. Under what areas of concentration within your department is internship credit given?
   mass media--124 yes; 39 no/163
   dramatic arts or speech--92 yes; 71 no/163
   speech pathology--21 yes; 141 no/162
   business--83 yes; 72 no/161
   general--63 yes; 116 no/179

7. Before participating, how many credits must students have completed in your department?
   ____0 (12) ____between 16 and 30 (81)
   ____between 1-15 (12) ____over 30 (41)
   ____other (9) /186

8. Before participating, how many credits must students have completed toward graduation?
   ____0 (11) ____1-15 (12)
   ____16-30 (42) ____)60 (112)
   ____other (8) /185

9. What Grade Point Average must student have to be eligible for an internship? (e.g. 3.25/4.00)

(2.0 = 2; 2.0-2.5=37; 2.6-3.0=54;)3.0=4/190

10. Internships are available to (check all that apply):

	Yes	No		Yes	No
____freshmen	14	173/188	____seniors	169	9/179
____sophomores	46	139/186	____graduate students	54	131/187
____juniors	154	29/184	(Others were "special permission")		

11. How many credit hours (MAXIMUM) for internships can students apply toward their major/minor?

0-3=39; 4-6=84; 7-10=29; over 10=34 /187

12. What is the minimum number of credit hours can students receive for an internship?

0-3=162; 4-6=19; 7-10=2; over 10=2; other=1 /186

13. On the average, how many credit hours does an intern receive for a:

____10 hour/week internship 0-3=109; 4-6=15; 7-10=9; other=39 /172

____20 hour/week internship 0-3=45; 4-6=64; 7-10=9; other=59 /177

____40 hour/week internship 0-3=32; 4-6=27; 7-10=13; over 10=34; other=69 /175

14. Which of the following describes your institution?

____quarter system (31) ____trimester system (3)

____semester system (152) ____other (3) /189

15. Is more than one term of internship permitted?

____yes (148) ____other (1)

____no (39) /188

16. When do you place interns? (please rank 1(most) - 4(least))

	1.	2.	3.	4.	No rank	
____Fall	70	41	30	19	15	/175
____Winter	32	26	20	25	73	/176
____Spring	86	49	24	5	14	/178
____Summer	52	15	41	39	39	/177

17. Approximately how many interns are placed during one year?

1-10=70; 11-30=69; 31-50=27; 50-100=18; written comment-2 /186

18. Where do you place your interns(please rank 1(most) - 4(least)?

	1.	2.	3.	4.	No rank	
____on campus	20	44	43	34	No rank	=45/186
____out of town	64	43	33	6	No rank	=40/186
____in town	106	35	23	5	No rank	=16/185
____out of state	14	20	23	73	No rank	=55/185

BEST COPY AVAILABLE

19. In which of the following institutions have you placed interns?

____university 119	____public schools 59	____retail stores 52
____insurance 44	____local government 102	____large industry 93
____churches 59	____political offices 89	____small industry 100
____hospitals 116	____travel agencies 46	____fed. government 62
____restaurants 23	____media 154	____OTHER (Please 51 specify)
____pub.utility 71	____social service 87	/189

20. Do faculty members:
____share the role of intern coordinator (69)
____designate one faculty member as coordinator(107)
____other (please comment) (11) /187
each faculty member coordinates own area; negotiated with each member; graduate assistant handles it; share roles; mutually agreed with student and coordinator

21. Does (do) the faculty member(s) receive release for this activity?
____yes (If YES, how much release time) (59)
____no (127) /189

No, but fee is paid by student; 1 class/10 students; prorated per student; 9 students = 3 credit release; 1 course per 75 students supervised; if not large enough for a "class"; but the reduction is negotiated; next year; counts as a course; no, but a stipend is paid each year to coordinator; 2 courses per year; 5 hours per quarter

22. Who is most responsible for finding and arranging the internship?
____student (45) ____shared responsibility (103)
____coordinator (42) /190

career officer; chairperson; cooperative education

23. What tasks do interns perform while on the job?
____write (173) ____evaluate speeches (47) ____type (85)
____telephone(134) ____do correspondence(97) ____observe(109)
____research(154) ____observe meetings(115) ____other (101)
____general office duties(97) ____do surveys(123) /181

24. Please describe the intern's financial compensation.
____intern is paid(8) ____some compensation is received (5)
____intern is not paid (71) ____it varies (105) /189

25. What is required of the intern?

____daily log/journal/notebook (143) ____final report (164)
____evaluation by on-site supervisor(169)
____evaluation by intern coordinator (137)
____work samples (109)
____other (39) /189

self-evaluation, weekly conferences with advisors; bi-weekly papers, paper proposal; pre-intern contract; varies from case to case; weekly report; critical incident reports; major project for the agency; oral report or examination; research project; bibliography; book reviews; goal statment/resume/audio tape/portfolio; learning objectives; in person evaluation;class attendence

THE ABOVE INFORMATION WAS COMPILED BY GAIL MASON, PH.D., CENTRAL MICHIGAN UNIVERSITY, DEPARTMENT OF SPEECH COMMUNICATION AND DRAMATIC ARTS, SUMMER, 1985.

BEST COPY AVAILABLE